

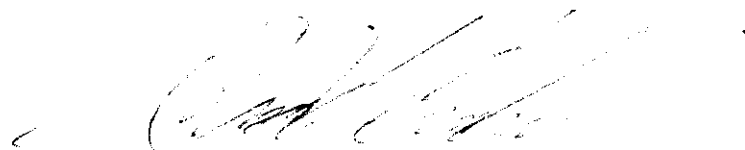
"Using Popular Music to Teach Important Themes in American History:
A Curricular Guide to Studies on the Civil Rights Movement, the Cold War, and Women's Liberation"

An Honor's Thesis (HONRS 499)

by

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Dr. Dean Cantu, Thesis Advisor

A handwritten signature in black ink, appearing to read "Dean Cantu", is written over a faint, large, stylized watermark that resembles the word "Cantu" in a cursive font.

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Acknowledgements

ABSTRACT

The following project was designed for the purpose of providing secondary Social Studies teachers with a variety of ideas and resources for creatively and actively teaching three specific topics that may arise in their content area(s). All materials included in this guide for teachers fit into the curricular frameworks and standards established by the National Council for the Social Studies, and meet most state and local educational guidelines.

The themes covered in this project are the Civil Rights Movement, the Cold War, and Women's Liberation. A unit containing three lesson plans has been created for each of these themes, which could potentially provide instruction for up to a three week time frame. As a means of increasing student interest in the three thematic areas to be studied, an important pop culture medium has been incorporated into the unit plans. Each lesson plan from each unit is based on a popular song.

Each unit caters to the diverse intellectual, psychological, and social needs and abilities of students in a unique way. The lesson plans in each unit are based on different models of instruction (theory of multiple intelligences, right and left brain learning styles, and a cross-curricular approach) that will appropriately address student needs and encourage the development of new skills.

The materials and ideas created and used in this project are by no means inclusive. What follows are simply recommendations and examples of learning experiences that can be utilized in a classroom setting. It should be noted that this project was designed for a particular group of students. Therefore, one should keep in mind that in order to best meet the needs of students in any given classroom, these materials must be modified and adapted to meet their developmental levels.



CIVIL RIGHTS MOVEMENT

The African-American individual is a very important part of American history. The evolution of African-American responsibilities, rights, and roles from the mid nineteenth century to the present day has made a lasting impression on our nation and world. The legacy of the societal expectations placed upon the African-American population and the leaders who challenged those expectations is evident upon examining current legislation and the presence of the African-American in nearly every aspect of our life.

Issues pertaining to the role, status, and contributions of African-Americans throughout history is an especially important topic for students in the secondary grades that are enrolled in an American History course. The themes covered by a study of this topic will provide students with a better framework for understanding the economic, political, and social culture of the world in which they live. By studying the recent history of African-Americans, including the Civil Rights Movement, and its effects on the present and future, students will become familiarized with the concept of linking the past to the present. This unit will teach students valuable skills that are pertinent to their emotional, intellectual, and social development and help them to achieve the goals and objectives of any social studies program.

The following three lessons are based upon an interdisciplinary module.

The learning experiences suggested in the lesson plans for this unit are appropriate for use in any social studies course, and may easily be adapted to meet the needs of students in any grade level. They are most appropriate for use in an American History course for students in the eleventh and twelfth grades.

The following social studies standards, established by the National Council for the Social Studies, are addressed in the lessons included in this unit:

I. Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

II. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

III. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

V. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

VI. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

IX. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence.

X. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.



The Beginning: Historical Oppression of African-Americans and the Struggle for Civil Rights

The Heart of the Movement: Events, Legislation, and Prominent People of the Mid-Twentieth Century

The Post-King Civil Rights Movement: Legacy of the Leaders, Emerging Issues, and Continued Involvement



"Only a Pawn in Their Game"

Bob Dylan

"Strange Fruit"

Billie Holliday

"We Shall Overcome"

Various Artists, including Pete Seeger



Dred Scott



Segregation in public transportation



Henry D. Thoreau

THE BEGINNING:

Historical Oppression of African-Americans and the Struggle for Civil Rights



In order for students to better understand the motivation behind the Civil Rights Movement that has been ongoing in the United States for the past several hundred years, it is important for them to examine the history of the African-American in this nation. This lesson will provide students with background information about the role, status, and treatment of African-Americans beginning in the nineteenth century. The later part of this lesson will focus on how the African-American was not allowed to be a part of the mainstream, and what types of discriminatory and violent behaviors they were subjected to. Learning about the how African-Americans have historically been treated by society will help students understand the underlying reasons for current expectations, legislation, and discrimination.



The following social studies standards and performance expectations (for high school students), established by the National Council for the Social Studies, are addressed in the lessons included in this unit:

- I. Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

☛ *analyze and explain* the ways groups, societies, and cultures address human needs and concerns.

☛ *predict* how data and experiences may be interpreted by people from diverse cultural perspectives and

frames of reference.

☛ *apply* an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

☛ *interpret* patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

☛ *construct* reasoned judgments about specific cultural responses to persistent human issues.

- **II. Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time so that the learner can:

☛ *apply* key concepts such as time, chronology, causality, change, conflict, and complexity to *explain, analyze,* and *show* connections among patterns of historical change and continuity.

☛ *identify* and *describe* significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.

☛ *systematically employ* processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

☛ *investigate, interpret,* and *analyze* multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

- **III. People, Places, and Environments:** Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:

☛ *refine* mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.

☛ *create, interpret, use,* and *synthesize* information from various representations of the earth, such as maps, globes, and photographs.

☛ *describe* and *assess* ways that historical events have been influenced by and have influenced physical and human geographic factors in local, regional, national, and global settings.

- **IV. Individual Development and Identity:** Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can:

☛ *identify, describe,* and *express* appreciation for the influences of various historical and contemporary cultures on an individual's daily life.

☛ *describe* the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.

☛ *examine* the interactions of ethnic, national, or cultural influences in specific situations or events.

☛ *compare and evaluate* the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.

☛ *work* independently and cooperatively within groups and institutions to accomplish goals.

- **V. Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions so that the learner can:

☛ *apply* concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.

☛ *analyze* group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

☛ *describe and examine* belief systems basic to specific traditions and laws in contemporary and historical movements.

- **VI. Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance so that the learner can:

☛ *examine* persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

☛ *analyze and evaluate* conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

- **IX. Global Connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can:

☛ *explain* conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.

- **X. Civic Ideals and Practices:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

☛ *locate, access, analyze, organize, synthesize, evaluate and apply* information about selected public issue--
identifying, describing, and evaluating multiple points of view.

☛ *analyze and evaluate* the influence of various forms of citizen action on public policy.

☛ *analyze* a variety of public policies and issues from the perspective of formal and informal political actors.

[REDACTED]

This lesson and the learning experiences created by it should provide instruction for approximately five class periods (60-75 minute periods) or six class periods (50 minutes).

[REDACTED]

- Students will be able to *define* the term *Civil Rights Movement*, as well as *identify* its approximate beginning.
- Students will be able to *describe* how slavery affected both African-Americans and white citizens in terms of morale, values, and attitudes.
- Students will be able to *explain* at least five different types of actions that were taken to restrict African-Americans as part of the series of legislation known as the "Jim Crow" laws.
- Students will be able to *identify* the main points of all of the primary documents studied, as well as their impact on history.
- Students will be able to *discuss* the composition and objectives of the white supremacists groups, in addition to *listing* examples of actions they took against African-Americans.
- Students will be able to *interpret* historical, social, and political messages in popular music written about African-Americans.

- [REDACTED]
- Audio recording of Billie Holliday's song, "Strange Fruit"
 - Cassette and/or compact disc player
 - Copies of the lyrics to Billie Holliday's song, "Strange Fruit"
 - Large wall map of United States in 1900
 - Paper (for student's diary entries)
 - Pens and/or pencils
 - Pictures of segregated facilities under Jim Crow laws
 - Prizes for carnival (drinks, food, school supplies, etc.)
 - Questions for primary document exhibits

- Reference materials (almanacs, government records, and/or textbooks) for assignments on lynchings
- Signs announcing the carnival
- Television
- Tickets for carnival
- VCR
- Video clips from the following series: Africans in America (PBS), Civil War (Ken Burns), and Roots (Alex Haley)



Day One

- Ask the students to move their desks into a circle for discussion. Tell the students that the next unit they will be studying is about the Civil Rights Movement. Have the students take out a small scrap piece of paper. On the paper, ask them to identify when the Civil Rights Movement began. Encourage them to write specific dates, events, and names that relate to when they believe the movement began. Collect all pieces of paper after a few minutes. Randomly pick about five of the papers from the pile, and read the answers aloud. Ask students to comment on the answers their peers have given. Urge students to ask questions of their classmates and to provide evidence that either supports or contradicts the given answers based on their prior knowledge of the subject. It should be expected that most students give the approximate date of the beginning of the Civil Rights Movement as somewhere in the late 1950's or early 1960's. They will most likely also list the names of Rosa Parks and Dr. Martin Luther King, Jr., as well as events like the Montgomery Bus Boycott and the March on Washington. Praise students for participating appropriately in the discussion, recalling prior knowledge about the topic, and so forth. Then, tell students that the true beginning of the Civil Rights Movement did not take place during the twentieth century as most believe. Define the Civil Rights Movement as the beginning of African-American resistance and opposition to their oppression, and the expressed desire by persons of various background to improve the rights and status of African-Americans. With this definition in mind, ask students to re-think their initial answers. Ask for volunteers to discuss with the class what they now think was the beginning of the Civil Rights Movement. It may be necessary to help students with this discussion. If so, make sure that they understand that the struggle for Civil Rights in America began well over two hundred years ago when slavery was introduced into the nation. It began even earlier in the area of the Caribbean islands where the black slave trade first began.
- Show students video clips from movies, miniseries, and documentaries that relate to the oppression of African-Americans in early American history. These clips should focus on the injustices done to African-Americans through the institution of slavery. They should also include attempts by African-Americans and other prominent individuals to abolish slavery and increase the rights of these people. Suggested videos to watch include: the Roots miniseries based on the works of Alex Haley, the PBS Special miniseries titled Africans in America, the Civil War series of videos by Ken Burns. After watching the selected video clips, students should have a good idea of why African-Americans felt that it was necessary to begin a crusade for their civil rights.
- Have students discuss the slavery debate that took place throughout the nation beginning in the early 1800's. Inform them that this great division in opinion between citizens of the United States was one of the contributing factors to the Civil War. Ask students to tell what justifications for slavery that they remember

from previous studies on the topics. Encourage them to give religious, political, philosophical, historical, economical, and sociological justifications. Assist with the discussion as necessary. Then, ask students to tell why certain individuals, including the slaves themselves, were so opposed to this practice. Again, encourage students to address various perspectives.

Day Two

- Activity 1: "Primary Document Carnival"

Day Three

- Spend at least ten minutes discussing with students what they learned at the primary document carnival. Ask them to foreshadow what effects these documents may have on the future of the movement.
- Introduce students to the true beginning of segregation in the United States, which were highlighted by the famous Jim Crow laws. Show students various pictures that correspond to the topic during the discussion. Refer to the notes in Appendix A, Section 1 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic:
- Show students pictures of segregated areas in American society.

Day Four

- Talk with students a little bit about two key events in the early 1900's that get the Civil Rights Movement off to a strong start. One of these events was featured in the carnival, but should still be revisited. Refer to the notes in Appendix A, Section 2 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.
- Talk with students briefly about the increased actions by white supremacists in the early twentieth century. Refer to the notes in Appendix A, Section 3 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.

Day Five

- Activity 2: "Lynchings Map"
- Activity 3: "History in Popular Music: 'Strange Fruit'"



English,

Physical Education,

and

United States History

Activity 1: This activity will allow students to view and analyze various documents that had an impact on the Civil Rights Movement, while hopefully having fun at the same time. The primary documents will be displayed into an exhibit that will also include pictures and games. Locate copies of famous documents in United States History pertaining to the status of African-Americans and the quest for their civil rights. Many of the documents will focus

on emancipation. Remind students that emancipation was a major part (and an often forgotten one) of the Civil Rights Movement. Suggested documents to use include:

- Henry David Thoreau's "Civil Disobedience" (1846)
- Dred Scott vs. Sanford (1857)
- The Emancipation Proclamation (1862)
- The Thirteenth Amendment (1865)
- Plessy vs. Ferguson (1892 and 1896)
- W.E.B. Du Bois' "Address to the Country" (1906)

Next, begin making the exhibits. Enlarge each document used and laminate it. Get one enclosed desk or study carol for each document that will be used. Attach each document to the desk. Locate and attach pictures and quotations related to each document to the various sides on the desk. On a small piece of paper, write three questions pertaining to the documents. Two questions should require students to recall specific portions of each document. These questions should be based on facts and should have a somewhat definite answer. The third question should force students to analyze and/or interpret a part of the document. The answer to this question should vary from student to student. Make sure that there is enough surface space left on the desk, so that students may take notes as they view the exhibit. Then, begin making the part of the exhibit where students will both have fun and test their comprehension of the documents. For each document, create some type of basic carnival game. Each game should present students with additional questions about the documents, the subjects and/or authors of the documents, and how these documents impacted both history in general and the Civil Rights Movement. The games may be set up in the room, or may be set up in a larger area such as a gym. After the carnival has been constructed, hang up signs throughout the room announcing it approximately one to two days before the activity will occur. On the day of the carnival, explain to students what they will be doing. Tell them that they must visit each exhibit and answer the questions there. Once they have completed those tasks, they will bring their answers to the teacher. For every two recall questions the students get right, they will receive one ticket to the carnival. Each ticket will allow them to play a carnival game. If the students answer all of the interpretation questions to the teacher's satisfaction, they will receive a total of three more tickets to the carnival. Then, allow the students to participate in the carnival games. When students "win" a carnival game (by correctly answering the question and completing the physical challenge), they will receive a small prize. Food, drink, school supplies, and extra credit points are suggested prizes.

Geography,

Mathematics,

and

United States History

Activity 2: Locate reference materials such as textbooks, archival records from the government, and almanacs that may contain information about the number of lynchings during the early stages of the Civil Rights Movement at the beginning of the twentieth century. Assign each student to two of the states that existed in 1900. If there are not enough states for students, assign some students a partner. Do not let any state be researched more than once. Ask them to find out how many African-Americans were lynched in each state between 1900 and 1930. Also, ask them to find the total African-American population in that state. Have them compute the percentage of African-Americans to be lynched in their state. On a large wall in the classroom, place an enormous map of the United States in 1900. When students find the number of lynchings and their percentage, have them write their data on the map. The number of lynchings should be in red, and the percentage of African-Americans lynched should be in blue. For every person lynched in the state, a green dot should be marked on the map in an appropriate place. When all students have completed the task, as a class total up the number of lynchings and the total number of African-Americans in the United States. Have students individually find the average number of lynchings per state, the average percentage of African-Americans lynched per state, and the total percentage of African-Americans lynched. Then, ask the

students to look for any patterns on the map. Ask them to look for any specific states or regions that have the most or fewest lynchings, and have them speculate why.



Ku Klux Klan March

Government,

Music,

and

United States History

Activity 3: Obtain an audio recording of Billie Holliday's song "Strange Fruit." Provide students with a written copy of the song's lyrics. Play the recording for the class. Have students speculate as to what the public reaction, if any, to this song was. Tell them that Holliday's song did have some impact on society. The term "strange fruit" became a part of Southern language and a best-selling novel of the same name was written by Georgian author, Lillian Smith. However, the political impact of this song and its indirect call for anti-lynching legislation were not as great. Over one hundred anti-lynching bills were sent to Congress between 1934 and 1940. Most of the bills died in committee or were blocked in the Senate. Eventually, the number of lynchings declined under the pressure of public opinion. Have students read government records and other reference materials to find out why such bills were never passed. Introduce students to actions such as lobbying and filibustering that can impact a bill's passage.



Audio Recordings

Billie Holliday. "Strange Fruit." Billie's Blues. Wolf Music, 1998.

Books

Goldman, Peter. Civil Rights. New York: Coward-McCann, Inc., 1970.

Harris, Janet. The Long Freedom Road. New York: McGraw-Hill Book Company, 1967.

King, Casey and Linda Barrett Osborne. Oh Freedom. New York: Alfred A. Knopp, 1997.

Lewis, John. Walking with the Wind: A Memoir of the Movement. New York: Simon and Schuster, 1998.

National Council for the Social Studies. Curriculum Standards for Social Studies. Washington, D.C.: National Council for the Social Studies, 1994.

Severn, Bill. The Right to Vote. New York: Ives Washburn, Inc. 1972.

Sterling, Dorothy. Tear Down the Walls! Garden City, New York: Doubleday and Company, Inc., 1968.

Internet Resources

"Civil Rights: A Status Report." Available Online: << <http://www.ghgcorp.com/hollaway/civil/intro.htm> >>
Accessed: 7/28/99.

"Civil Rights Tribune." Available Online: << <http://member.aol.com/dctyhistory/tribune.htm/> >> Accessed: 7/30/99.



Strange Fruit

Billie Holliday

Southern trees bear a strange fruit,
Blood on the leaves and blood at the root;
Black body swinging in the Southern breeze,
Strange fruit hanging from the poplar trees
Pastoral scene of the gallant South
The bulging eyes and the twisted mouth;
Scent of magnolia sweet and fresh
And the sudden smell of burning flesh
Here is a fruit for the crows to pluck,
For the rain to gather, for the wind to suck,
For the sun to rot, for the tree to drop,
Here is a strange and bitter crop.



The "Big Six"



Medgar Evers



Dr. Martin Luther King, Jr.

THE HEART OF THE MOVEMENT:

Events, Legislation, and Prominent People of the Mid-Twentieth Century



This lesson will introduce students to the heart of the Civil Rights Movement that took place in the mid-twentieth century. Students will study the diverse ideologies, motivations, and actions of African-Americans dedicated to improving their status in society. They will be exposed to various court cases, pieces of legislation, and executive orders that have had an impact on civil rights in this country. Teaching students about such subjects will hopefully increase their appreciation of how hard people fought for the rights that many of them now take for granted. In this lesson, students will also create a variety of materials related to the Civil Rights Movement that they will use to educate younger students of the events and people surrounding this important time in American history.



The following social studies standards and performance expectations (for high school students), established by the National Council for the Social Studies, are addressed in the lessons included in this unit:

- I. Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:
 - ☛ *analyze and explain* the ways groups, societies, and cultures address human needs and concerns.
 - ☛ *predict* how data and experiences may be interpreted by people from diverse cultural perspectives and

frames of reference.

✿ *interpret* patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

✿ *construct* reasoned judgments about specific cultural responses to persistent human issues.

- **II. Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time so that the learner can:

✿ *apply* key concepts such as time, chronology, causality, change, conflict, and complexity to *explain, analyze, and show* connections among patterns of historical change and continuity.

✿ *identify and describe* significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.

✿ *systematically employ* processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

- **III. People, Places, and Environments:** Social studies programs should include experiences that provide for the study of people, places, and environments so that the learner can:

✿ *describe and assess* ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.

- **IV. Individual Development and Identity:** Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can:

✿ *identify, describe, and express* appreciation for the influences of various historical and contemporary cultures on an individual's daily life.

✿ *describe* the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.

✿ *compare and evaluate* the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.

✿ *work* independently and cooperatively within groups and institutions to accomplish goals.

- **V. Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions so that the learner can:

✿ *apply* concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.

✿ *analyze* group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.

- VI. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance so that the learner can:

examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.

analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

- VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.

- IX. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can:

explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.

analyze and evaluate the effects of changing technologies on the global community.

- X. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

explain the origins and *interpret* the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.

identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

analyze and evaluate the influence of various forms of citizen action on public policy.

analyze a variety of public policies and issues from the perspective of formal and informal political actors.

[REDACTED]

This lesson and the learning experiences created by it should provide instruction for approximately six class periods (60-75 minute periods) or seven class periods (50 minutes).

[REDACTED]

- Students will be able to *list* and *describe* key pieces of legislation and their effects upon the Civil Rights Movement, including those that affected integration of public schools and voting rights.
 - Students will be able to *compare* and *contrast* employment opportunities for and salaries of African-Americans in the past and in the present, along with *explaining* how the Civil Rights Movement changed these factors.
 - Students will be able to *discuss* the basis for the philosophies of non-violent social protest and civil disobedience that were prevalent among civil rights leaders.
 - Students will be able to *create* a game that helps them to review and younger students to effectively learn key concepts related to Rosa Parks, Dr. Martin Luther King, Jr., and the Montgomery Bus Boycott.
 - Students will be able to *interpret* historical, social, and political messages in popular music written enjoyed by African-Americans and seen in films that portray the Civil Rights Movement.
 - Students will be able to *teach* younger students how to read and sing popular music, as well as *interpret* important messages within them.
- [REDACTED]

- Audio clips of Dr. Martin Luther King, Jr.'s "I Have a Dream" speech
- Audio recording of the song, "We Shall Overcome"
- Cassette and/or compact disc player
- Computer with internet access and appropriate software programs (multiple stations preferred)
- Copies of "Civil Disobedience" by Henry David Thoreau
- Copies of Dr. Martin Luther King's "I Have a Dream" speech
- Copies of the lyrics to the song, "We Shall Overcome"
- Glue and/or rubber cement

- Laminating machine
- Markers and/or colored pencils
- Newspaper articles and/or audio clips about Dr. Martin Luther King, Jr.'s preaching of non-violent social protest
- Pencils and/or pens
- Posterboard
- Printer
- Reference materials related to Medgar Evers and employment
- Scissors
- Sheet music to the song, "We Shall Overcome"
- Television
- VCR
- Videos (The Ghosts of Mississippi and The Sixties miniseries)



Day One

- Discuss with students the status of African-Americans at the beginning of the Great Depression and on into World War II. Refer to the notes in Appendix B, Section 1 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.
- Activity 1: "African-American Employment--Then and Now"
- Discuss with students the famous Supreme Court case of "Brown vs. the Board of Education" that originated in 1951 and was acted upon in 1954. Refer to the notes in Appendix B, Section 2 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.

Day Two

- Activity 2: "Montgomery Bus Boycott"

Day Three

- Activity 3: "Philosophies of the Civil Rights Movement"
- Introduce students to one of the most famous protests of the Civil Rights Movement, which occurred in Greensboro, North Carolina in 1960. Discuss with them what happened in Greensboro, what repercussions there were throughout the nation, and what impact this event had on the overall movement. Refer to the

notes in Appendix B, Section 3 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.

- Show students pictures of sit-ins, "Freedom Riders," and the violence they were subjected to. Also, use video clips from the miniseries titled "The Sixties" that appeared on network television in 1999. Ask them questions such as
 - Why did most of the civil rights groups choose younger African-Americans as their protesters?
 - Why were some of the older African-Americans reluctant to participate in the movement?
 - How did groups such as SNCC and Dr. King's Southern Christian Leadership Conference (SCLC) use manipulative tactics in their crusade?

Day Four

- Activity 4: "History in Popular Music: 'We Shall Overcome'"
- Activity 5: "Medgar Evers and The Ghosts of Mississippi"

Day Five

- Continue viewing the movie from Activity 4 if desired. If not, make the video available to students who want to watch it before or after school or independently at home.
- Inform students about the March On Washington. Refer to the notes in Appendix B, Section 4 that teaches students necessary facts and concepts about the topic.
- Have students listen to excerpts from Dr. King's "I Have a Dream" speech. Ask students to discuss how the speech made them feel.

Day Six

- Activity 6: "1965 Alabama Literacy Test"
- Tell students about how African-Americans were not free to vote in most cases even though they were granted their suffrage in 1870 with the passing of the Thirteenth Amendment. Discuss some of the obstacles they faced when trying to vote and what attempts were made to improve their situations. Refer to the notes in Appendix B, Section 5 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.
- Finish final part of Activity 6: "Alabama Literacy Test"
- Talk briefly about the Voting Rights Act of 1965 and the Twenty Fourth Amendment which helped African-Americans overcome voting obstacles. Refer to the notes in Appendix B, Section 6 as a guide for a lecture or discussion that teaches students necessary facts and concepts about the topic.
- Briefly discuss with the students how the 1960's ended with a great tragedy that marred the incredible progress made in the Civil Rights Movement. This tragedy was the assassination of Dr. Martin Luther King, Jr. outside of his hotel room in Memphis on April 4, 1968. The previous evening he had spoken at a rally at which he announced that his life had been threatened, but that it did not matter to him because he had hope in what the future had in store for African-Americans and their civil rights.

Economics,
Mathematics,
and
United States History

Activity 1: Locate reference materials such as almanacs and government records that contain employment information, including a demographic breakdown of employed citizens and average salaries. Make sure that these materials either date back to the early 1930's or that available materials from that time period are brought in. Ask students to select one career field of their chose. Have them keep in mind that this job had to be available in 1930 and that it is still in existence. Ask them to find the total number of persons employed in that career field in both years. Have them record on a chart or table how many of those employees were/are African-American, how many were/are white, and how many were/are of another race altogether. They will then calculate percentages of each race that were/are employed in that field. Next, they will try to find the average salary for workers in that profession from both 1930 and today. They will also find the average for each racial group. The students will figure the percentage of a white employee's salary in the same field that an African-American worker did/does receive. They will discuss how the figures they found from 1930 and those from today may be different because of the Civil Rights Movement.

Art,
Computer Applications/Technology,
and
United States History

Activity 2: Put students into groups of four. Once students are in groups, have them separate into pairs for research purposes. Secure one computer with internet capabilities for one pair of students, and another computer for the second pair of students that can access CD-ROM software such as Microsoft Encarta, Time Almanac, or a more specific program geared towards Civil Rights. Have the first pair of students research the Montgomery Bus Boycott of 1955, including the actions of Rosa Parks that led up to it, on the internet. Direct them to search for such information by using search engines such as Yahoo! or Infoseek, looking at websites sponsored by historical organizations and specific websites featuring the boycott that have been previewed by teacher. Once such recommended site is "The Montgomery Bus Boycott" available at the following website: <<
<http://socsci.colorado.edu/~junesem/montgomery.html> >>. Ask the students to find at least three sources of information and to take notes from those sources. Have the second pair of students research the same topic on the software provided. They should also take notes and use at least three software programs. Encourage students to not only find the basic historical facts related to the event, but to also find certain tidbits of information related to the boycott that may not be common knowledge. Then, have the two pairs of students get back together into their group of four. Ask them to share with each other what they have found. Next, have the students create some sort of game that would be appropriate for fifth grade students that will teach them about Rosa Parks and the Montgomery Bus Boycott. You may want to suggest that students attempt to teach more than just history through their game. For example, they could teach students economic concepts by studying the revenues lost by the bus company during the boycott. It is not necessary to actually make the games during classtime, as they will not be used until later in the unit. Have students work on games during free time in class or independently at home. There should be a final deadline set for the completion of the games, however.

English,
Philosophy,
United States History,
and
World History

Activity 3: This activity should begin with a brief review of the actions and roles of Dr. Martin Luther King, Jr. and Rosa Parks in the Montgomery Bus Boycott. Encourage the students to think about why both individuals chose to protest their status and/or treatment in the manner that they did. Ask the students to consider why the boycott was initiated on a local level by ordinary citizens and "grassroots" organizations rather than national groups and prominent leaders outside of the community. Ask them why they believe that the protest was peaceful instead of violent. Also, ask the students if they can think of other examples in either American or world history in which similar actions were taken to address a problem. Then, locate a copy of Henry David Thoreau's "Civil Disobedience" and have the students read the selection. Afterwards, have students answer questions in writing related to the document itself, its author, and its purpose. For instance, the students should explain why they think Thoreau titled his speech "Civil Disobedience," and then go on to define the term itself. They should answer what, if anything, Thoreau hoped would come from his disobedient behavior and why he chose the route he did to address a problem. The students should also relate Thoreau's actions to those of Dr. King and Parks. They should explain how both individuals were civilly disobedient, as Thoreau would have defined. The students should also attempt to answer whether or not Thoreau was an influence on King and Parks, or whether the similarity of their actions was coincidental. It may be necessary to provide additional reference materials to answer these and other questions. After the students have finished reading this selection and answering the questions, ask them to do research on their own about another philosophy of the Civil Rights Movement: non-violent social protest. Just as the theory of civil disobedience was attributed to someone earlier in history (Thoreau), so was non-violent social protest. This theory of action was made famous by Mohandas (Mahatma Gandhi). Collect newspaper articles from the late 1950's and early 1960's regarding Dr. King's preaching of non-violent social protest. Try and find articles or audio clips in which Dr. King preaches that violence is not the answer and that African-Americans must not seek revenge nor future gains by causing physical harm to others, even after his home and church were repeatedly bombed, his life was threatened, and he was frequently jailed. Discuss with students how King's belief in non-violence protest based on the philosophies of Thoreau and Gandhi became the founding principles of Civil Rights organizations such as the Student Non-Violent Coordinating Committee (SNCC). If appropriate in your school and classroom, try and get the students to discuss the religious bases and overtones in both theories. If time permits, have students answer questions that compare and contrast Gandhi with King and Parks.



Dr. Martin Luther King, Jr.

Music
and
United States History

Activity 4: This is a three part activity. Tell the students that many of the African-American protesters tried to pass time in jail and during sit-ins and boycotts by singing spiritual songs. Many also hummed or sang a few bars from some of these songs while enduring beatings. One such song was "We Shall Overcome." Obtain an audio recording of the song "We Shall Overcome." There are many versions of this song available, performed by religious groups as well as pop artists. Provide students with a written copy of the song's lyrics. Play the recording for the class. Put students into groups of three to five to discuss their interpretations of and feelings about the song. Instead of just merely talking about the song in a casual conversation, the students will discuss the lyrics in a "question-answer" format. One student will be designated the leader of the group. He/She will begin by asking the person to his/her left a question about the song. The questions should focus on interpretation of specific lyrics, the purpose and/or significance behind singing this song, and so forth. Approximately ten to fifteen minutes should be spent on this part of the activity. Next, provide the students with the sheet music to "We Shall Overcome." Review and/or define any musical terms or symbols that students are not familiar with. Then, have the students sing the song aloud. Tell them that they will be responsible for teaching this song to fifth grade students later in the unit. Ask students to get back into their groups. Each group is responsible for devising a plan to teach the song to students. The groups will provide the younger students with information about the historical background of the song in addition to teaching them to actually sing it.



Sit-in at Woolworth's counter in Greensboro, N.C.

Drama,
Government,
Journalism,
Law,
and
United States History

Activity 5: Introduce students to a lesser known figure in the Civil Rights Movement, Medgar Evers. Provide them with background information about his life and role as Field Secretary for the Mississippi chapter of the N.A.A.C.P.

Use encyclopedias, internet sources, his obituary and eulogies, etc. to find appropriate facts. Then, briefly discuss the controversy surrounding his death. Have students watch the movie The Ghosts of Mississippi. If possible, obtain the copy of the movie which includes the actors discussing Evers and the film. It may be necessary to edit the movie or to show only select clips if time is an issue. If the movie is shown in its entirety, it will run over into the next day's scheduled activities and some adjustments will need to be made. After the students have finished viewing the movie, divide the class into three groups. The first group will be responsible for researching how Byron de la Beckwith's appeal case has progressed or is progressing. They may need to contact local court officials or libraries to find out how to most accurately pursue this information. The research will be done outside of class if at all possible. Once they have obtained the information, they will write a short press release that will be distributed to the rest of the class to inform them of the case's progress. The second group will contact a local attorney and arrange a time for a group interview sometime in the next two weeks. Have them make sure that the selected attorney has seen the movie prior to the meeting. They should discuss concepts and topics from the film such as jury selection and tampering, reopening cases (mistrials and/or hung juries), misplaced evidence, and so forth. They will also need to talk specifically with the attorney about how the outcome of the original trial may have been affected by a change of venue, a different composition of jurors, and/or another historical period, as well as how an attorney might try to manipulate these factors to meet the best interests of his/her client. The students will relay any information they learned and judgments they made to the class by giving a five minute oral presentation. The third group of students will focus on the film itself. They will evaluate how well certain roles were cast and how well the actors portrayed the real life figures. The students will discuss the difficulties that may arise when producing a film based on actual, historical content. The students will critique the storyline, the set, the music, and other important parts of the film in addition to judging the cast. This group will choose a method of presenting their conclusions to the class. They may choose to compose some sort of text that they will distribute to their classmates, to make an oral presentation, or to do some sort of creative project that has been approved in advance by the teacher.

American Literature,

Government,

Sociology,

and

United States History

Activity 6: This part of the activity should be done before the lecture or discussion on day six. Locate a copy of the 1965 Alabama Literacy Test. Make a copy for each student in the class. Tell the students that by this time in their educational career that they should know the United States Constitution very well, as it is so important to their citizenship. Tell them they will be taking a test on the articles, provisions, and amendments in the document. Instruct them that they will not be allowed to study for the test, that they may not work with other students on it, and that they may not use their textbooks or other resources. Let them know that because they have a lot of experience in this subject and soon will be registered voters themselves, that this test will count as a major part of their grade. Also, inform them that if they "earn" the right to vote by passing the test, that they will participate in a class election that will determine a reward for qualified voters. Allow them about twenty minutes to complete the test. Then, have the students trade papers and grade their peer's responses as you read the answers aloud. Have the graders calculate the percentage that their classmate scored correctly on the test. There are sixty-eight questions possible. The graders should then return all exams to the appropriate students. Ask the students to throw away any graded test that does not have a score of ninety percent or better (more than seven answers incorrect). More than likely, there will be only a few students who have papers left. Inform the class that anyone who does not have a paper left will not be allowed to vote and will lose substantial points in the class. The next part of the activity should be done after the lecture or discussion on day six. Ask those students who did not pass the test how they feel about losing points and missing out on the reward. Then, have them discuss how they might have felt if they were an African-American in the 1960's who was robbed of their right to vote. Next, tell the students that in reality, no grades will be given for the test. Explain that the statement regarding grades was made to better understand how the blacks felt. Have the students discuss why white Southerners tried to keep the African-Americans away from the polls. Have them try to explain what the whites were afraid of, and what historical events or situations might have affected their fears.



Audio Recordings

Pete Seeger. "We Shall Overcome." If I Had a Hammer: Songs of Hope and Struggle. Smithsonian Folkways, 1998.

Books

Garrow, David J. Bearing the Cross: Martin Luther King, Jr. and the Southern Christian Leadership Conference. New York: Quill - William and Morrow, 1986.

Goldman, Peter. Civil Rights. New York: Coward-McCann, Inc., 1970.

Harris, Janet. The Long Freedom Road. New York: McGraw-Hill Book Company, 1967.

Haskins, James. The March on Washington. New York: Harper Collins Children's Books, 1993.

Lewis, John. Walking with the Wind: A Memoir of the Movement. New York: Simon and Schuster, 1998.

National Council for the Social Studies. Curriculum Standards for Social Studies. Washington, D.C.: National Council for the Social Studies, 1994.

Patrick, Diane. Martin Luther King, Jr. New York: Franklin Watts, 1990.

Severn, Bill. The Right to Vote. New York: Ives Washburn, Inc. 1972.

Sterling, Dorothy. Tear Down the Walls! Garden City, New York: Doubleday and Company, Inc., 1968.

Vollers, Maryanne. Ghosts of Mississippi. Boston: Little, Brown, and Company, 1995.

Internet Resources

"Civil Rights: A Status Report." Available Online: << <http://www.ghgcorp.com/hollaway/civil/intro.htm> >> Accessed: 7/28/99.

"Civil Rights Tribune." Available Online: << <http://member.aol.com/dctyhhistory/tribune.htm/> >> Accessed: 7/30/99.

"The March on Washington." Available Online: << <http://fledge.watson.org/~lisa/blackhistory/civilrights-55-65/marchwas.html> >> Accessed: 7/29/99.

"Medgar Evers." Available Online: << www.effingham.net/mcdgar/page2.htm >> Accessed: 8/1/99.

"Montgomery Bus Boycott." Available Online: << socsci.colorado.edu/~juncsem/montgomery.html >> Accessed: 8/2/99.

"Voices of the Civil Rights Movement." Available Online: << www.webcorp.com/civilrights/index.htm >> Accessed: 8/1/99.

"We Shall Overcome: Historic Places of the Civil Rights Movement." Available Online: << <http://www.cr.nps.gov/nr/travel/civilrights/> >> Accessed: 7/29/99.



We Shall Overcome

Various Artists, including Pete Seeger

We shall overcome

We shall overcome

We shall overcome someday.

Oh, deep in my heart

I do believe

We shall overcome someday.

The truth will make us free

The truth will make us free

The truth will make us free someday.

Oh, deep in my heart

I do believe

We shall overcome someday.

The Lord will see us through

The Lord will see us through

The Lord will see us through someday.

Oh, deep in my heart

I do believe

We shall overcome someday.

But it ain't him to blame

He's only a pawn in their game.

The deputy sheriffs, the soldiers, the governors get paid,

And the marshals and cops get the same,

But the poor white man's used in the hands of them all like a tool.

He's taught in his school

From the start by the rule

That the laws are with him

To protect his white skin

To keep up his hate

So he never thinks straight

'Bout the shape that he's in

But it ain't him to blame

He's only a pawn in their game.

From the poverty shacks, he looks from the cracks to the tracks,

And the hoof beats pound in his brain.

And he's taught how to walk in a pack

Shoot in the back

With his fist in a clinch

To hang and to lynch

To hide 'neath the hood

To kill with no pain

Like a dog on a chain

He ain't got no name

But it ain't him to blame

He's only a pawn in their game.

Today, Medgar Evers was buried from the bullet he caught.

They lowered him down as a king.

But when the shadowy sun sets on the one

That fired the gun

He'll see by his grave

On the stone that remains

Carved next to his name

His epitaph plain:

Only a pawn in their game.

Words and Music by Bob Dylan

© 1964 Warner Brothers, Inc.

Renewed © 1991 Special Rider Music



Medgar Evers



March on Washington



Rosa Parks

THE POST-KING CIVIL RIGHTS MOVEMENT:

Legacy of the Leaders, Emerging Issues, and Continued Involvement



This lesson will basically serve as a review and application of all concepts and themes that students have studied thus far in the unit. The students will be given the opportunity to participate in a Civil Rights Movement fair, in which they will be responsible for creating all materials, organizing the event, and directly overseeing the participation of younger students who visit the fair. Allowing students to participate in various facets of the fair will hopefully increase their interest in the achievement and continued pursuit of civil rights. The beginning of this lesson will introduce a few new topics, however. Students will listen to another pop music song, as well as discuss some civil rights issues that have recently emerged.



The following social studies standards and performance expectations (for high school students), established by the National Council for the Social Studies, are addressed in the lessons included in this unit:

- **I. Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:
 - ♥ *analyze and explain* the ways groups, societies, and cultures address human needs and concerns.
 - ♥ *apply* an understanding of culture as an integrated whole that explains the functions and interactions of

language, literature, the arts, traditions, beliefs and values, and behavior patterns.

☛ *compare* and *analyze* societal patterns for preserving and transmitting culture while adapting to environmental or social change.

☛ *demonstrate* the value of cultural diversity, as well as cohesion, within and across groups.

☛ *interpret* patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

☛ *construct* reasoned judgments about specific cultural responses to persistent human issues.

- **II. Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time so that the learner can:

☛ *apply* key concepts such as time, chronology, causality, change, conflict, and complexity to *explain*, *analyze*, and *show* connections among patterns of historical change and continuity.

☛ *identify* and *describe* significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.

☛ systematically *employ* processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

☛ *investigate*, *interpret*, and *analyze* multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

- **IV. Individual Development and Identity:** Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can:

☛ *articulate* personal connections to time, place, and social/cultural systems.

☛ *identify*, *describe*, and *express* appreciation for the influences of various historical and contemporary cultures on an individual's daily life.

☛ *examine* the interactions of ethnic, national, or cultural influences in specific situations or events.

☛ *compare* and *evaluate* the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.

☛ *work* independently and cooperatively within groups and institutions to accomplish goals.

- **V. Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions so that the learner can:

☛ *apply* concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.

✎ *analyze* group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

✎ *describe* and *examine* belief systems basic to specific traditions and laws in contemporary and historical movements.

- **VI. Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance so that the learner can:

✎ *examine* persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

✎ *compare* and *analyze* ways nations and organizations respond to conflicts between forces of unity and forces of diversity.

✎ *analyze* and *evaluate* conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

- **IX. Global Connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can:

✎ *explain* conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.

- **X. Civic Ideals and Practices:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

✎ *explain* the origins and *interpret* the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.

✎ *identify*, *analyze*, *interpret*, and *evaluate* sources and examples of citizens' rights and responsibilities.


✎ *practice* forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

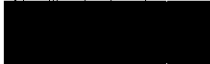
✎ *analyze* a variety of public policies and issues from the perspective of formal and informal political actors.

✎ *participate* in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.



This lesson and the learning experiences created by it should provide instruction for approximately five class periods (60-75 minute periods) or six class periods (50 minutes).

- 
- Students will be able to *define* the terms affirmative action, quota system, and reverse discrimination.
 - Students will be able to *evaluate* the decisions made by various courts regarding the legality of affirmative action and/or reverse discrimination.
 - Students will be able to *organize* a large-scale activity to educate younger students about civil rights, and to *promote* the continued pursuit and application of civil rights in their community.
 - Students will be able to *interpret* historical, social, and political messages in popular music.

- 
- Audio recording of Bob Dylan's song, "Only a Pawn in Their Game"
 - Cassette and/or compact disc player
 - Computer with internet access (multiple stations preferred)
 - Construction paper, posterboard, and/or matte paper
 - Copies of the lyrics Bob Dylan's song, "Only a Pawn in Their Game"
 - Copies of the transcript to the Supreme Court case "Bakke vs. California"
 - Materials for making and binding children's biographies
 - Printer
 - Supplies for Civil Rights Fair (including invitations, prizes, food, etc.)



Day One

- Activity 1: "History in Popular Music: 'Only a Pawn in Their Game'"
- Activity 2: "Affirmative Action Debate"

Day Two

- Finish Activity 2 from previous day

- Activity 3: "Civil Rights Movement Photo Tour"

Day Three

- Activity 4: "Children's Biographies"

Day Four

- Activity 5: "Civil Rights Fair"

Day Five

- Finish Activity 5 from previous day



Music

and

United States History

Activity 1: Obtain an audio recording of the song "Only a Pawn in Their Game" by Bob Dylan. Provide students with a written copy of the lyrics. Play the recording for the class. Then, pair students up and have them discuss the song. Ask them to explain what the artist means by the phrase "only a pawn in their game." The students also should find out why each person mentioned in the lyrics (Medgar Evers, a southern politician, etc.) were called "pawns" by Dylan. Allow the students about ten to fifteen minutes to talk about the lyrics, and then discuss their conclusions as a class.

Government,

Speech,

and

United States History

Activity 2: Ask students to define the terms affirmative action, reverse discrimination, and a quota system. If they have trouble explaining these terms, provide them with both an oral and a written definition. Discuss examples of affirmative action policies in the workplace and in college admissions. Obtain a copy of the Supreme Court case "Bakke vs. California." Distribute a transcript of that case to the students, and ask them to read it thoroughly. Suggest that they take notes about the facts and their personal reactions to the case while they read the transcript. Help the class prepare for a debate regarding how students feel about the affirmative action policy that Bakke believed was a case of reverse discrimination. Divide students into two debate teams. Have each team spend at least twenty minutes writing an "opening statement" that outlines their opinions about the case and the policies of affirmative action and the quota system. Also, have them write three questions that they want to ask the opposition. Discuss the expected behaviors that you wish students to exhibit during a debate. Hold the class debate for approximately twenty minutes. Intervene as necessary.

Art,
Computer Applications (Technology),
English,
and
United States History

Activity 3: Secure at least one computer for every two students. Direct them to the following site on the internet: << www.nyise.org/blackhistory/blkhhistory.html >>. Ask them to explore this site, a photo tour of the Civil Rights Movement. Assign each pair of students one photograph from the tour. They will print the picture and prepare it for a photo exhibit to be displayed at the school. They must write a caption which describes the people, places, and/or events in the pictures. The specific date or relative time period of the photograph must be included somewhere in the caption. The students will then be responsible for mounting the photo and/or framing it with posterboard, construction paper, or actual matte/mounting paper. The pictures should be turned in within the next two days.

Art,
English,
Music,
and
United States History

Activity 4: Tell students that they will be holding a Civil Rights Fair, in which they will invite fifth graders from other buildings and/or school corporations to participate. They will create all the materials and organize all the presentations (much of which has already been done) for the fair. The "booths" at the fair will be the Civil Rights Movement Photo Exhibit, the Montgomery Bus Boycott Gameroom, the Biography Reading Center, a Music Corner, and a Debate Stage. All students will participate in some aspect of the planning of the fair. All students will contribute materials to all booths. However, students will be divided and assigned to staff a particular booth during the fair. Provide the students with a list of specific job expectations for the planning stage and for their booths at the fair. A list of the recommended expectations to give to the students is listed as follows:

☛ **Civil Rights Movement Photo Exhibit:** The students working at this booth will be responsible for displaying the photographs created by their classmates. They may want to put the pictures on the wall, on bulletin boards, or on some type of other portable board. When the fifth graders arrive at the booth, the students must give a brief introduction to their area. Then, they will serve as tour guides to the younger students. They will describe the photographs, as well as ask and answer questions. Only a few students will be needed for this booth.

☛ **Montgomery Bus Boycott Gameroom:** The students working at this booth will be responsible for teaching the younger students how to play the games they created in class. Then, they will monitor the students as they play at least two different games. Prizes should be given to game winner(s).

☛ **Biography Reading Center:** In one area of the facility to be used for the Civil Rights fair, the students working at this booth should create a reading corner. The reading corner should be designed in a manner that encourages comfort and reading. The students may want to find some rugs, chairs, bean bags, or couches for the fifth graders to sit on. When the younger students arrive at this booth, the workers will divide them into groups of three to four. Each person staffing this area will pick a children's biography created in class, and read the book to the group. Each group of students should be read at least three books before moving on to another area.

☛ **Music Corner:** A small area should be set aside in the facility for this booth. It would be best if the chosen area were in a room separate from the rest of the fair, or at least secluded from the other activities as much as possible. At this booth, student workers will discuss the fundamentals of reading music with the fifth graders. This includes talking about any musical terms that may appear in the sheet music. They will then teach the

participants the song "We Shall Overcome" and repeatedly practice it. They will tell the fifth graders that at the end of the fair, all participating students will come together as one large group to sing this song. If time permits, have the younger students listen to other popular music songs about the Civil Rights Movement, including the ones discussed in class.

Debate Stage: In a somewhat isolated area of the facility, create a debate stage. Have two teams of students workers staff this area. They will debate various issues related to the Civil Rights Movement for the younger students. The main debate will be the one regarding affirmative action that was done in class. If time permits, the student workers should debate other topics that have been prepared for in advance.

The teacher should also involve all students in the planning process for the fair. The teacher will want to designate certain groups or students to invite the fifth grade students, prepare a schedule for the fair, secure food, drinks, and prizes, contact local newspapers, obtain permission to use the chosen facility and necessary equipment, and so forth.



Audio Recordings

Bob Dylan. "Only a Pawn in Their Game." The Times They are A'Changin'. Warner Brothers, Inc.

Books

Lewis, John. Walking with the Wind: A Memoir of the Movement. New York: Simon & Schuster, 1998.

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Vollers, Maryanne. Ghosts of Mississippi. Boston: Little, Brown, and Company, 1995.

Internet Resources

"Civil Rights: A Status Report." Available Online: << <http://www.ghgcorp.com/hollaway/civil/intro.htm> >> Accessed: 7/28/99.

"Civil Rights Tribune." Available Online: << <http://member.aol.com/dctyhistory/tribunc.htm/> >> Accessed: 7/30/99.

"The March on Washington." Available Online: << <http://fledge.watson.org/~lisa/blackhistory/civilrights-55-65/marchwas.html> >> Accessed: 7/29/99.

"Photo Tour of the Civil Rights Movement." Available Online: << <http://www.nyisc.org/blackhistory/blkhistory.html> >> Accessed: 8/1/99.

"We Shall Overcome: Historic Places of the Civil Rights Movement." Available Online: << <http://www.cr.nps.gov/nr/travel/civilrights/> >> Accessed: 7/29/99.



Only a Pawn in Their Game

Bob Dylan

A bullet from the back of a bush took Medgar Evers' blood.

A finger fired the trigger to his name.

A handle hid out in the dark

A hand set the spark

Two eyes took the aim

Behind a man's brain

But he can't be blamed

He's only a pawn in their game.

A South politician preaches to the poor white man,

"You got more than the blacks, don't complain."

"You're better than them, you been born with white skin," they explain.

And the Negro's name

Is used, it is plain,

For the politician's gain

As he rises to fame

And the poor white remains

On the caboose of the train

We shall overcome

We shall overcome

We shall overcome someday.

Oh, deep in my heart

I do believe

We shall overcome someday.

We shall live in peace

We shall live in peace

We shall live in peace someday.

Oh, deep in my heart

I do believe

We shall overcome someday.

We are not afraid

We are not afraid

We are not afraid today.

Oh, deep in my heart

I do believe

We shall overcome someday.

The whole wide world around

The whole wide world around

The whole wide world around someday.

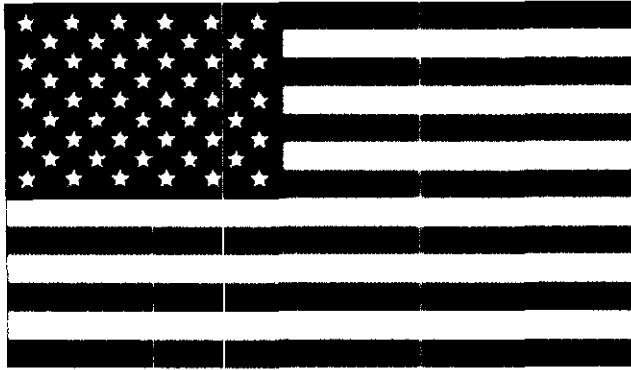
Oh, deep in my heart

I do believe

We shall overcome someday.

(New) Words and music by Zilphia Horton, Frank Hamilton, Guy Carawan, and Pete Seeger

© 1960 and 1963 Ludlow Music, Inc.



THE COLD WAR



The time period commonly known as the Cold War is a very important part of American and world history. The tense relationship between democratic and communist nations has had a profound effect upon many aspects of life in the United States. The policies created by and the personal attitudes displayed by American political leaders during the Cold War have made a lasting impression on our nation and world. The legacy of these leaders and the action they took during their respective administrations is evident today upon examining the federal budget plan as well as defense and foreign relations policies. The intense competition between those who occupied opposite ends on the political spectrum encouraged the rapid pursuit of scientific and technological innovations that have defined the world we live in today.

The Cold War is an especially important topic for students in the secondary grades who are enrolled in an American History course. The themes covered by a study of this topic will provide students with a better framework for understanding the economic, political, and social culture of the world in which they live. By studying the causes of this event and its effects on the present and future, students will become familiarized with the concept of linking the past to the present. This unit will teach students valuable skills that are pertinent to their emotional, intellectual, and social development and help them to achieve the goals and objectives of any social studies program.

The following three lessons are based upon Howard Gardner's "Theory of Multiple Intelligences." Each lesson plan provides educational experiences and opportunities for diverse learners. All eight aspects of Gardner's multiple intelligences are covered in this unit. However, all eight intelligences may or may not be covered in each lesson.



The learning experiences suggested in the lesson plans for this unit are appropriate for use in any social studies course, and may easily be adapted to meet the needs of students in any grade level. However, they are most appropriate for use in an American History course for students in the eleventh and twelfth grades.

[REDACTED]

The following social studies standards, established by the National Council for the Social Studies, are addressed in the lessons included in this unit:

- **I. Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity.
 - **II. Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.
 - **III. People, Places, and Environments:** Social studies programs should include experiences that provide for the study of people, places, and environments.
 - **IV. Individual Development and Identity:** Social studies programs should include experiences that provide for the study of individual development and identity.
 - **V. Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
 - **VI. Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
 - **VII. Production, Distribution, and Consumption:** Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
 - **VIII. Science, Technology, and Society:** Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
 - **IX. Global Connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence.
 - **X. Civic Ideals and Practices:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.
- [REDACTED]

Origins of the Cold War: Contrasting Historical Experiences and Incompatible Political Ambitions

Cold War Tension Mounts: The Arms Race, The Red Scare, a City Divided, and Crisis in Cuba

The End of the Cold War: The Final Decades and Impact on the Future

"A Hard Rain's A-Gonna Fall"

Bob Dylan

"Leningrad"

Billy Joel

"Russians"

Sting



Berlin Airlift



The "Big Three"

ORIGINS OF THE COLD WAR:

Contrasting Historical Experiences and Incompatible Political Ambition

In order for students to better understand the "Cold War" conflicts between the United States and the Soviet Union that climaxed in the 1960's, it is important for them to examine the various individuals and events that contributed to the tensions between the two world superpowers. This lesson will provide students with background information about the divergent historical experiences of both nations, their incompatible political ambitions after World War II, and why both of these factors only intensified the hostilities between the two. Learning about the origins of the Cold War will also help students to understand some of the underlying reasons for current American foreign, defense, and financial policy. It may also help them to understand the basis for stereotypes that exist within and between the cultures.

The following social studies standards and performance expectations (for high school students), established by the National Council for the Social Studies, are addressed in the lessons included in this unit:

- **I. Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:
 - ☛ *analyze and explain* the ways groups, societies, and cultures address human needs and concerns.
 - ☛ *apply* an understanding of culture as an integrated whole that explains the functions and interactions of

language, literature, the arts, traditions, beliefs and values, and behavior patterns.

✎ *interpret* patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

✎ *construct* reasoned judgments about specific cultural responses to persistent human issues.

- **II. Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time so that the learner can:

✎ *apply* key concepts such as time, chronology, causality, change, conflict, and complexity to *explain, analyze, and show* connections among patterns of historical change and continuity.

✎ *identify and describe* significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.

✎ *systematically employ* processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

✎ *apply* ideas, theories, and modes of historical inquiry to *analyze* historical and contemporary developments, and to *inform and evaluate* actions concerning public policy issues.

- **III. People, Places, and Environments:** Social studies programs should include experiences that provide for the study of people, places, and environments so that the learner can:

✎ *refine* mental maps of locales, regions, and the world that demonstrate understanding of relative location, directions, size, and shape.

✎ *create, interpret, use, and synthesize* information from various representations of the earth, such as maps, globes, and photographs.

✎ *describe and assess* ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.

- **IV. Individual Development and Identity:** Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can:

✎ *examine* the interactions of ethnic, national, or cultural influences in specific situations or events.

✎ *work* independently and cooperatively within groups and institutions to accomplish goals.

- **V. Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions so that the learner can:

✎ *analyze* group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.

- VI. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance so that the learner can:

compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.

compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and *identify* representative political leaders from selected historical and contemporary settings.

analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.

- IX. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can:

analyze and evaluate the effects of changing technologies on the global community.

analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.

describe and evaluate the role of international organizations in the global arena.

- X. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic so that the learner can:

analyze a variety of public policies and issues from the perspectives of formal and informal political actors.



This lesson and the learning experiences created by it should provide instruction for approximately four class periods (60-75 minute periods) or five class periods (50 minutes).



- Students will be able to *define* the following terms: Cold War, iron curtain, and containment.
- Students will be able to *compare* and *contrast* the basic premises of communism and capitalism/democracy.
- Students will be able to *list* at least three events considered causes or origins of the Cold War.
- Students will be able to *explain* how the Yalta Conference and Berlin Airlift impacted American-Soviet relations.
- Students will be able to *analyze* and *evaluate* key policies established by the United States regarding foreign relations during the Cold War such as the Truman Doctrine, The Marshall Plan, and American entrance into NATO.
- Students will be able to *interpret* historical, social, and political messages in popular music written about the Cold War.



- Audio recording of President Truman's speech on March 12, 1947 ("The Truman Doctrine")
- Audio recording of Bob Dylan's song, "A Hard Rain's A-Gonna Fall"
- Bulletin Board
- Cassette or compact disc player
- Chalk
- Chalkboard or overhead projector
- Colored pencils, crayons, and/or markers
- Computer with internet access (multiple stations preferred)
- Construction paper and/or typing paper
- Copies of a written transcript of the "Truman Doctrine"
- Copies of the lyrics to Bob Dylan's song, "A Hard Rain's A-Gonna Fall"
- Large flags of both the United States and the Soviet Union
- Large world map
- Overhead projector
- Portraits and/or photographs of world leaders involved in the Cold War
- Television

- Thumbtacks
- Transparency
- Transparency markers
- Two copies of a European map per student (include all geographical features and boundaries but no labels)
- VCR
- Video clips and/or photographs of Berlin airlift



Day One

- Hang both the flag of the United States and the flag of the Soviet Union in a prominent location in the room. Throughout the room, display portraits of individuals such as the following: President Franklin D. Roosevelt, President Harry S. Truman, President Dwight D. Eisenhower, President John F. Kennedy, President Ronald Reagan, Winston Churchill, Joseph Stalin, Nikita Khrushchev, and Mikhail Gorbachev. These displays will help to get students focused on the material and hopefully spark their interest and curiosity.
- Write the words *Cold War* in the center of either a chalkboard or an overhead transparency. Tell students that they will be creating a concept map on this topic as a class. Have students copy the concept map as it is being produced, so that it may serve as an advance organizer for the rest of their studies on this topic. Ask them to recall any prior knowledge they have on the Cold War. Encourage them to mention facts such as the causes and effects of the Cold War, the individuals and nations who may have been involved in it, the approximate time period in which it occurred, and any significant events that took place during it. After the class has completed the concept map to the best of their ability, ask them to draft a definition of the term *Cold War*. Write the definition below the term. If necessary, assist students in composing the definition so that it is historically accurate. Examples of widely accepted definitions of the term *Cold War* are: "a period of tense relations between two or more individuals, groups, institutions, or communities that does not escalate to military combat" or "a period of competition, hostilities, and conflicting ideologies between the United States and communist nations under the leadership of the Soviet Union." Point out to students how these two definitions differ. The first is a more general definition that describes the term as any type of a tense relationship between two parties. This definition implies that a *Cold War* is something that can be and will be repeated. It also states that actual military engagements between the conflicting parties do not occur. The latter definition is more specific in nature. It suggests that the *Cold War* was an exclusive event. This definition also lists the two parties involved. Mention to students that the term was coined by American financier Bernard Barroh in 1947.
- Have students discuss prior knowledge they have regarding the differences between capitalism/democracy and communism. Ask them to compare and contrast the two systems in terms of politics and economics. Assist with the discussion and necessary.
- Introduce students to the origins of the Cold War by having them examine events in the latter stages of and immediately following World War II. Refer to the notes in Appendix C, Section 1 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.
- After this discussion, show students various photographs and/or video clips of the Berlin Airlift. This can

be best done by allowing students to browse websites containing photographic exhibitions of the event. Suggested websites for students to consult include: << www.whistlestop.org/jc/coverpgc.htm >> and << www.thehistorynet.com/AviationHistory/articles/1998/0598_text.htm >>.

- Activity 1: "The Unveiling of the Iron Curtain"

Day Two

- Explain to students more in depth as to why the United States was so harshly opposed to the spread of communism. Refer to the notes in Appendix C, Section 2 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.
- Activity 2: "American Foreign Policy—the Truman Doctrine"
- Tell students that further definition of American foreign policy occurred with the "Marshall Plan" in 1947. Refer to the following notes in Appendix C, Section 3 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.

Day Three

- Explain to students that the growing tensions between the United States and the Soviet Union caused both sides to seek allies. Refer to the notes in Appendix C, Section 4 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.
- Discuss with students what the typical sentiments of American citizens were at this point in the Cold War. Refer to the following notes in Appendix C, Section 5 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.

Day Four

- Activity 3: "History in Popular Music: 'A Hard Rain's A-Gonna Fall'"
- Inform students of the change in leaders in the Soviet Union that occurred in 1953. Refer to the notes in Appendix C, Section 6 as a guide for a lecture or discussion that will teach necessary facts and concepts about this topic.



Interpersonal

and

Visual/Spatial

Activity 1: This activity should accompany a lecture or discussion on the satellite nations created by the Soviet Union in the late 1940's. Provide each student with two copies of a map of Europe. Make sure that the map includes major geographical features such as mountains, rivers, lakes, and seas. Also, make sure that the geographical boundaries of individual countries are clearly visible. However, do not label any of the features or nations. Tell students that they will be making two separate maps that compare the political changes brought about by World War II and the ensuing spread of communism. Ask the students to designate one map "Europe Prior to World War II" and

the other map "Post-War Europe." Have students choose one color that will represent communist countries that are Soviet satellites, another color that will represent independent communist countries, and a third color that will represent countries that are a member of NATO. Ask them to reserve the color black for labeling. Assign students to complete the coloring of the map according to the instructions. Remind them to label all countries and geographical features and make a map key or legend to accompany their work. After students have finished, begin a class discussion about what was learned in creating the maps. As necessary, direct the discussion so that the students will focus on how the spread of communism may have been perceived as a threat to other nations (both those that were occupied and those that attempted to quell the communist expansion). Towards the end of the discussion, display the following excerpt from the famous quotation by Winston Churchill in a prominent place in the room: "...an iron curtain has descended upon Eastern Europe." Have students speculate as to what Churchill meant by the term *iron curtain*.

Interpersonal,

Intrapersonal,

Linguistic,

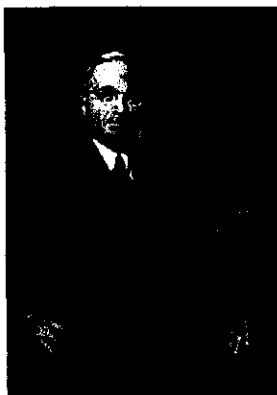
and

Musical

Activity 2: Obtain an audio recording of President Harry S. Truman's speech before a joint session of Congress on March 12, 1947. This speech is more commonly known as the "Truman Doctrine." Play the recording for the class. The speech may be played in its entirety or edited for brevity. Provide a written transcript of the speech, as it as played, to the students. Place students into groups of three. Ask them to discuss the contents of the speech. Suggested questions for students to consider and/or answer are:

- Should the United States have sent military and/or financial aid to Greece and/or Turkey?
- If aid is not sent to Greece and/or Turkey, what will the effects on those countries and the United States be?
- Is \$400 million too much to send to Greece and/or Turkey? Is it enough? What is a reasonable contribution?
- What does President Truman mean when he says that sending aid to Greece and/or Turkey is "an investment in world freedom and world peace" and that the alternative to sending aid is "much more serious?"

Also, ask students to consider what the long-term effects of the following statement by President Truman would be: "...it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures." Make sure that students understand the concept of *containment* as implied in the Truman Doctrine. After the students have had ample time to discuss their opinions, bring the class back together again. Just as was done in Congress when the decision to send aid to both countries was made, take a roll-call vote of students in the class to determine what students think should have been done.



President Harry S. Truman

Linguistic,

Musical,

Naturalist,

and

Visual/Spatial

Activity 3: Obtain an audio recording of Bob Dylan's song "A Hard Rain's A-Gonna Fall." Play the recording for the class. Provide students with a written copy of the song's lyrics. Assign each student to write a one page paper about the song based on personal interpretation of the lyrics. The paper should, first and foremost, describe how Dylan's words related to the Cold War and the sentiments of the American people at that time. The students should include why they think Dylan may have chosen to write the song, what he was prophesying, and the significance of the title of the song and refrain ("A Hard Rain's A-Gonna Fall). Then, ask students to create a series of sketches or drawings of what the lyrics warn may happen to the environment if the Cold War escalates. The sketches or drawings should represent how the human and physical environment of the world could be affected by a military conflict between the two superpowers. Post all graphic representations and papers on a bulletin board that is easily accessible to the class. Allow students to view the work of their peers during free time. Briefly have students discuss what they learned from listening to the song and completing the assigned tasks.



Audio Recordings

Dylan, Bob. "A Hard Rain's A-Gonna Fall." Freewheelin'. Sony Music, 1963.

Books

Esterline, John H. How We Won the Cold War. Lanham, Maryland: University Press of America, 1997.

Janda, Kenneth et al. The Challenge of Democracy: Government in America (4th ed.). Boston: Houghton Mifflin Company, 1995.

Kort, Michael. The Cold War. Brookfield, Connecticut: Millbrook Press, 1994.

National Council for the Social Studies. Curriculum Standards for Social Studies. Washington, D.C.: National Council for the Social Studies, 1994.

Perry, Marvin et al. Western Civilization: Ideas, Politics, and Society. (5th ed.). Boston: Houghton Mifflin Company, 1996.

Internet Resources

"The Berlin Airlift: Student Guide." Available Online: << www.whistlestop.org/jc/coverpgc.htm >> Accessed: 5/22/99.

"CNN Interactive: The Cold War." Available Online: << www.cnn.com/SPECIALS/cold.war/ >> Accessed: 5/23/99.

"The Marshall Plan." Available Online: << www.whistlestop.org/study_collections/marshall/large/marshall.html >> Accessed: 5/22/99.

"Operation Vittles: The Berlin Airlift." Available Online: << www.thehistorynet.com/AviationHistory/articles/1998/0598_text.htm >> Accessed: 5/23/99.

"The Truman Doctrine." Available Online: << www.whistlestop.org/study_collections/doctrinc/large/doctrinc.htm >> Accessed: 5/22/99.

Software

"Berlin Airlift." Time Almanac [CD-ROM, Macintosh]. Time Inc. Magazine Company and Compact Publishing, Inc., 1992-1995.

"Cold War." Student Reference Library. [CD-ROM, Microsoft Windows 95/3.1]. Mindscape, Inc., 1996.

"Cold War Contained." Time Almanac [CD-ROM, Macintosh]. Time Inc. Magazine Company and Compact Publishing, Inc., 1992-1995.

"NATO." Student Reference Library. [CD-ROM, Microsoft Windows 95/3.1]. Mindscape, Inc., 1996.

"Truman Doctrine." Student Reference Library. [CD-ROM, Microsoft Windows 95/3.1]. Mindscape, Inc., 1996.



A Hard Rain's A-Gonna Fall

Bob Dylan

Oh, where have you been, my blue-eyed son?

Oh, where have you been, my darling young one?

I've stumbled on the side of twelve misty mountains,

I've walked and I've crawled on six crooked highways,

I've stepped in the middle of seven sad forests,

I've been out in front of a dozen dead oceans,

I've been ten thousand miles in the mouth of a graveyard,

And it's a hard, and it's a hard, it's a hard, and it's a hard, and it's a hard rain's a-gonna fall.

Oh, what did you see, my blue-eyed son?

Oh, what did you see, my darling young one?

I saw a newborn baby with wild wolves all around it,

I saw a highway of diamonds with nobody on it,

I saw a black branch with blood that kept drippin',

I saw a room full of men with their hammers a-bleedin',

I saw a white ladder all covered with water,

I saw ten thousand talkers whose tongues were all broken,

I saw guns and sharp swords in the hands of young children,

And it's a hard, and it's a hard, its' a hard, its' a hard, and it's a hard rain's a-gonna fall.

And what did you hear, my blue-eyed son?

And what did you hear, my darling young one?

I heard the sound of a thunder, it roared out a warnin',

Heard the roar of a wave that could drown the whole world,

Heard one hundred drummers whose hands were a-blazin',

Heard ten thousand whisperin' and nobody listenin',

Heard one person starve, I heard many people laughin',

Heard the song of a poet who died in the gutter,

Heard the sound of a clown who cried in the alley,

And it's a hard, and it's a hard, it's a hard, it's a hard, and it's a hard rain's a-gonna fall.

Oh, who did you meet, my blue eyed-son?

Who did you meet, my darling young one?

I met a young child beside a dead pony,

I met a white man who walked a black dog,

I met a young woman whose body was burning,

I met a young girl, she gave me a rainbow,

I met one man who was wounded in love,

I met another man who was wounded in hatred,

And it's a hard, it's a hard, it's a hard, it's a hard, it's a hard rain's a-gonna fall.

Oh, what'll you do now, my blue-eyed son?

Oh, what'll you do now, my darling young one?

I'm a-goin' back out 'fore the rain starts a-fallin',

I'll walk to the depths of the deepest black forest,

Where the people are many and their hands are all empty,

Where the pellets of poison are flooding their waters,

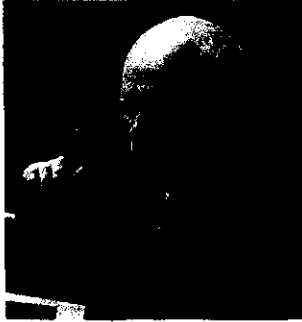
Where the home in the valley meets the damp dirty prison,

Where the executioner's face is always well hidden,
Where hunger is ugly, where souls are forgotten,
Where black is the color, where none is the number,
And I'll tell it and think it and speak it and breathe it,
And reflect it from the mountain so all souls can see it,
Then I'll stand on the ocean until I start sinkin',
But I'll know my song well before I start singin',
And it's a hard, it's a hard, it's a hard, it's a hard, it's a hard rain's a-gonna fall.

Words and music by Bob Dylan

© 1963 Warner Brothers, Inc.

© Renewed 1991 Special Rider Music



Nikita Khrushchev



Berlin Wall



JFK

COLD WAR TENSION MOUNTS:

The Arms Race, The Red Scare, a City Divided, and Crisis in Cuba

[REDACTED]

In this lesson, students will be given the opportunity to experience the Cold War at its tensest moments. They will learn about additional events that helped to contribute to the growing tensions between the two world superpowers, including the arms race, the extension of communism to Cuba, and the division of Berlin. The learning experiences created in this lesson, will allow students to explore the effects of the hostile relationship between the United States and the Soviet Union upon their society, in terms of the reaction to possible communist infiltration and espionage and the precautionary measures taken to ensure survival from invasion or fallout. This lesson will attempt to correct misunderstandings and break stereotypes students may have about members of other cultures or Americans who were ostracized during the height of the Cold War.

[REDACTED]

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- ☛ *predict* how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

- ☛ *apply* an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

- ☛ *demonstrate* the value of cultural diversity, as well as cohesion, within and across groups.

- ☛ *interpret* patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

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- ☛ *identify and describe* significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.

- ☛ *systematically employ* processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

- ☛ *investigate, interpret, and analyze* multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

- ☛ *apply* ideas, theories, and modes of historical inquiry to *analyze* historical and contemporary developments, and to *inform and evaluate* actions concerning public policy issues.

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- ✿ *articulate* personal connections to time, place, and social/cultural systems.
- ✿ *examine* the interactions of ethnic, national, or cultural influences in specific situations or events.
- ✿ *compare* and *evaluate* the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- ✿ *work* independently and cooperatively within groups and institutions to accomplish goals.

- **V. Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions so that the learner can:

- ✿ *analyze* group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- ✿ *describe* and *examine* belief systems basic to specific traditions and laws in contemporary and historical movements.

- **VI. Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance so that the learner can:

- ✿ *compare* and *analyze* the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- ✿ *compare* different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and *identify* representative political leaders from selected historical and contemporary settings.
- ✿ *analyze* and *evaluate* conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- ✿ *evaluate* the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- ✿ *evaluate* the extent to which governments achieve their stated ideals and policies at home and abroad.

- **VIII. Science, Technology, and Society:** Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

- ✿ *identify* and *describe* both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- ✿ *make* judgments about how science and technology have transformed the physical world and
- ✿ human society and our understanding of time, space, place, and human-environment interactions.
- ✿ *analyze* how science and technology influence the core values, beliefs, and attitudes of society, and how core

values, beliefs, and attitudes of society shape scientific and technological change.

- IX. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can:

☛ *explain* conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.

☛ *analyze* and *evaluate* the effects of changing technologies on the global community.

☛ *analyze* the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.

☛ *describe* and *evaluate* the role of international and multinational organizations in the global arena.

- X. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic so that the learner can:



☛ *analyze* a variety of public policies and issues from the perspectives of formal and informal political actors.



This lesson and the learning experiences created by it should provide instruction for approximately five class periods (60-75 minute periods) or six class periods (50 minutes).



- Students will be able to *explain* the behind the "Red Scare" and/or "McCarthyism."
- Students will be able to *list* and *evaluate* the effects of the "Red Scare" and/or "McCarthyism" upon American society, specifically in the entertainment industry.
- Students will be able to *state* how the construction of the Berlin Wall changed the lives of both East and West Berlin residents.
- Students will be able to *identify* at least three events that led to the Cuban Missile Crisis.
- Students will be able to *describe* the Cuban Missile Crisis, *analyze* how both JFK and Nikita Khrushchev addressed the situation, and *speculate* as to how history might have changed if a different response was given.
- Students will be able to *interpret* historical, social, and political messages in popular music written about the Cold War.

- 
- Access to fallout shelter in public building or private home or business that was constructed during the 1960's
 - Access to school or public library
 - Audio recording of Billy Joel's song, "Leningrad"
 - Blank rewriteable compact discs
 - Cassette and/or compact disc player
 - Colored pencils, crayons, and/or markers
 - Compact disc burner
 - Computer with internet access, software to create charts and/or graphs, software to create internet files, and CD-ROM (multiple stations preferred)
 - Construction paper and/or typing paper
 - Copies of the following films: Mission to Moscow (Warner Brothers, 1943), Song of Russia (MGM, 1944), I Married a Communist, (1950) and Dr. Strangelove (1964)
 - Copies of the following works: Arthur Miller's Death of a Salesman and Clifford Odet's Golden Boy
 - Copies of JFK's letter in Life magazine (and other content of the magazine if desired)
 - Copies of the lyrics to Billy Joel's song, "Leningrad"
 - Large world map
 - Music video of Billy Joel's song, "Leningrad"
 - Printer
 - Television
 - VCR
 - Video clip of Elia Kazan at the 1999 Academy Awards
- 

Day One

- 
- Remind students of the growing fears among American diplomats and citizens towards the end of the

1940's and beginning of the 1950's. Ask them to recall how many Americans feared that a nuclear war was inevitable; how many began building bomb shelters and making plans for what they thought would be the end of the world. Discuss with students the arms race between the two superpowers, beginning in the late 1940's and lasting well into the 1980's. Refer to the notes in Appendix D, Section 1 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.

- Activity 1: "Weapons Inventory"
- Tell students that the feelings of insecurity and distrust of the U.S.S.R. typical of this time period are collectively referred to as the "Red Scare." Refer to the notes in Appendix D, Section 2 as a guide for a lecture or discussion that will teach students necessary facts and concepts about the topic.

Day Two

- Activity 2: "HUAC Hits Hollywood"

Day Three

- Finish Activity 2 from previous day
- Activity 3: "Journal Entry--The Rosenbergs"
- Inform students that a further rift between the Soviet Union and the United States (and their allies) occurred in 1961 with the construction of the Berlin Wall that divided the eastern and western parts of the city. Refer to the notes in Appendix D, Section 3 as a guide for a lecture or discussion that teaches students necessary facts and concepts about the topic.
- Activity 4: "JFK Magazine Article"

Day Four

- Activity 5: "Berlin Wall Online Magazine" (students will work on this project independently throughout the remainder of the unit)
- Activity 6: "Cuban Missile Crisis---Pre-Test"
- Introduce students to the Cuban Missile Crisis which occurred in 1962. Refer to the notes in Appendix D, Section 4 as a guide for a lecture or discussion to teach students about important facts and concepts, as well as people and events, about this topic.

Day Five

- Activity 7: "Cuban Missile Crisis Correspondence" (to be completed during free time or out of class)
- Activity 8: "Cuban Missile Crisis---Post-Test"
- Activity 9: "History in Popular Music---'Leningrad'"

Logical/Mathematical

and

Visual/Spatial

Activity 1: Arrange for students to visit the school or public library. Tell them that they will be completing a weapons inventory of both the United States and the Soviet Union during the Cold War. Ask them to conduct research and find out how many of the following weapons that each side professed to hold in its arsenal: hydrogen bombs, intercontinental ballistic missiles (ICBM's), and miscellaneous bombs (smart bombs, conventional bombs, etc.). The students can choose to inventory the arsenals for any one period of year between 1945 and 1960, or may inventory the entire fifteen year period for extra credit. Suggest that students use internet resources (use credible sites such as the Department of Defense and so forth), government publications, encyclopedias, and periodicals. It would be a good idea to have a list of a handful of resources known to contain such information readily available to students. Assign the students to compile the information into a graph or chart form. The chosen representation should be produced on a computer, if possible. Encourage students to use color and other graphics to enhance the visual presentation of the inventory. Remind students to cite the source of their data on or near the graphic. Have the students answer a series of five to ten questions upon completing their weapons inventory. The questions should focus on why the countries have the weapons they do, how their arsenals may change in the future, and how the two compare in sheer numbers of weapons. Suggested questions include:

☛ How do you think the numbers and types of weapons in both arsenals will have changed by the year 1965? 1975? 1985?

☛ Does one country seem to have an overwhelming advantage in terms of ability to produce and use weapons? If so, which one? Why?

☛ How might both countries involvement in World War II have affected their ability to produce and use weapons such as bombs and missiles?

Interpersonal,

Intrapersonal,

Linguistic,

and

Visual/Spatial

Activity 2: Begin this activity by having students watch a video clip of the 1999 Academy Awards, in which director Elia Kazan was finally recognized by the Academy for his achievements in film. Allow students to listen to the background information provided on the tape regarding how Kazan was ostracized by much of Hollywood because he provided HUAC with names of alleged communists in the film industry during the Red Scare. Those accused by Kazan were blacklisted, and their careers ruined. Make sure that students pay close attention to the various reactions Kazan got from the audience during the acknowledgment of his accomplishments. Some actors gave Kazan a standing ovation, while others sat silent and motionless in their chairs. Point out to students that this is an excellent example of the legacy of the Cold War and the stereotypes and strong feelings that emerged from it. Next, discuss with students how Hollywood was attacked by HUAC during the late 1940's and early 1950's. Several directors, producers, and writers were investigated. At least ten filmmakers were sent to jail, while hundreds of actors and directors were put on a blacklist that barred them from future employment in the entertainment industry. Explain to them that the only way for some of these people to return to the industry was to work under a pseudonym. Tell students that they will be viewing some of the films that were targeted by HUAC, and that they will have to decide

whether the content in the film was a threat to the United States. Put students into groups of four to six, depending on how many films are available to use. Ask students to view at least one half hour of one of the following films with their group: Song of Russia, I Married a Communist, Dr. Strangelove, or Mission to Moscow. If enough movies are not easily accessible, literary works such as Death of a Salesman and Golden Boy may be used. If plays and books are chosen, substitute book critiques and/or reviews for the movie reviews. Recommend that they also read movie reviews, documents from the HUAC, and other such materials to further their understand of the purpose and content of the films. After students have viewed the films, ask them to write a movie review. This review should be between one hundred and five hundred words. It should describe the plot of the movie, provide the purpose of the film if known, and explain any specific references to communism, espionage, or the Soviet Union. The review should also mention the name of the director, writer, producer, and key actors in the film. Students must include their opinion in the review. Not only should students give their opinion as to the overall entertainment value (including sound, special effects, scenery, quality of acting, etc.), but they should also be sure to mention whether or not they thought this film should have been censored and whether those involved with it deserved to be blacklisted. Students will read their reviews to the class and explain why HUAC might have seen the films as a threat. All reviews should be posted in a special area of the classroom, and all movies should be made available to the students for viewing during free time or at home if possible.

Interpersonal

and

Linguistic

Activity 3: Discuss with students the story of Julius and Ethel Rosenberg, two Americans who were accused of espionage in 1950. The husband and wife were alleged to helped sell nuclear secrets to the Soviet Union. For violating the Espionage Act and posing a threat to national security, the Rosenbergs were executed by electrocution in New York's Sing Sing Prison in 1953. Evidence was not overwhelming at the time of the trial that the Rosenbergs, especially Ethel, were directly involved in the spy ring. Years later, many government officials admit that the two were probably innocent. Ask students to read a short article about the two supposed spies on the internet at the following website: << www.ncs.pvt.k12.va.us/rverbury/2ros/2ros.htm >>. Ask students to respond to the article in their journal. Students should attempt to answer the following questions in their entry:

- ☛ Do they think the Rosenbergs were guilty or innocent? Why?
- ☛ Was the accusation of the Rosenbergs fair, considering the nature of the times, or were government officials way out of line in questioning them?
- ☛ Even if the Rosenbergs admitted to espionage, should that type of offense warrant capital punishment? Why or why not?
- ☛ What other time periods in United States and/or World history does the Rosenberg case and others by HUAC remind you of?"



Ethel and Julius Rosenberg

Interpersonal

and

Linguistic

Activity 4: Locate a copy of JFK's letter to the American public in Life magazine during September of 1961. This letter mentions the President's concern that a nuclear war or other military conflict could possibly occur between the United States and the Soviet Union. It tells the public what the government is doing to protect them; it is establishing civil defense programs in many communities that provide for fallout shelters and food and medical supplies for at least fifty persons or more in many public buildings, it is attempting to set up food reserves throughout the country, and it is improving warning systems that will sound to alert people of an attack. Have students read the letter and browse other parts of the magazine that center on the theme of "How You Can Survive Fallout." Put students into groups of five. Have them discuss their reactions to reading the article and other content. Ask them to consider what they might have done if they had read the article back in 1961. Ask some of the following questions:

- Would they have taken the letter seriously?
- Would they have stockpiled food, water, and medical supplies?
- Would they have built a fallout shelter?

Also, have them comment as to the appropriateness of JFK's letter and the overall issue of the magazine.

Interpersonal,

Linguistic,

and

Visual/Spatial

Activity 5: Arrange for students to visit a computer lab, or make at least two computers available in the classroom for every five students. Divide class into three to four groups. Tell them they will be creating an online magazine about the construction of the Berlin Wall. Inform them that they will be adding information about the fall of the Berlin Wall later on in the unit. Assign each class a particular aspect to study regarding the wall. Suggested areas of study include:

- How life in the East was affected by the wall
- How life in the West was affected by the wall
- What the reasons were given by the communist leaders for constructing the wall
- How other countries in the world responded to the construction of the wall
- How families were divided for almost thirty years by the wall.

Within each group, ask students to designate members to assume the following roles and perform the following tasks:

- researcher: use internet resources, books, periodicals, primary documents, and other available resources to find information about their assigned aspect
- typist: word-process all information
- graphic designer: find photographs, maps, charts, tables, graphs, and other artwork to make the magazine visually attractive.

editor: see to it that the text and graphics are properly joined together, as well as proofread final copy

writer: compose the text for the "magazine," and inform the graphic designer of what graphics to search for or create

One or more students may occupy each role. Once the students have finished with their magazine, the teacher will format the files for internet use and post them on the web. If desired, the teacher can copy the magazine onto a CD-ROM for use in future classes. Suggested websites for students to consult on the internet that may assist in their compositions include:

<< members.aol.com/johball/berlinwl.htm >>, << www.dailysoft.com/berlinwall/index.html >>, and

<<www.appropiatesoftware.com/BerlinWall/welcome.html >>.

Logical/Mathematical

Activity 6: Arrange for students to visit a computer lab, or secure at least one computer for every three students in the classroom. The computers must have internet access. Ask students to locate this website:

<<hyperion.advanced.org/11046/debriefing/index.html>> Ask them to complete the pre-test on the Cuban Missile Crisis. Have them print out their score, and hold on to it. If time permits, ask students to explore other areas on this homepage. Among the content of the page are an audio briefing, a message board, biographies of major players in the crisis, and a reconnaissance room with maps and photographs.

Intrapersonal

and

Linguistic

Activity 7: Locate copies of written correspondence between JFK and Khrushchev during the Cuban Missile Crisis in October of 1962. There are five letters that are available, dated October 24, October 26, October 27, and two from October 28. Distribute copies of the letters to students. Ask that they read the letters during their free time or as homework. As there was no letter from Kennedy responding directly to Khrushchev's letter of October 24, assign students to draft one. The letter should directly address specific questions and concerns mentioned in Khrushchev's letter. Then, have students write a one to two page paper that summarizes and analyzes the content of all of the letters. Ask students to include their opinions as to the tone of each letter and its respective author, a summary of what each letter states and requests, and whether they feel that the questions and concerns raised by each author are legitimate. Finally, have them write about if there was a response to the letter and what it was. For extra credit, students may write about how they would have responded to each letter.

Logical/Mathematical

Activity 8: Arrange for students to visit a computer lab, or secure at least one computer for every three students in the classroom. The computers must have internet access. Ask students to locate this website: <<hyperion.advanced.org/11046/debriefing/index.html >> Ask them to complete the post-test on the Cuban Missile Crisis. Have them turn in both printouts of their score.

Body/Kinesthetic,

Interpersonal,

Linguistic,

Musical,

and

Visual/Spatial

Activity 9: Obtain an audio recording of Billy Joel's song "Leningrad" and the music video to accompany it. Ask students to pay close attention to the music video that will be shown. Have them list anything they see in the video that relates to what they have studied in the Cold War. Show the music video to the class. Provide students with a written copy of the song's lyrics. Next, play the audio recording. Have them list anything they hear in the song or read in the lyrics that relates to what they have studied in the Cold War. It is advisable to do both so that students have a chance to both listen intently to the lyrics and view the video footage without distraction. In a discussion involving the entire class, ask students to describe how what they saw, read, or heard relates to the Cold War. Encourage them to discuss their opinion of the message of the song. Prompt them to answer the following questions:

- What was Joel's purpose for writing the song?
- What is he saying by 'we never knew what friends we had, until we came to Leningrad'?
- Do they think Joel favored the way the Cold War was handled by diplomats?
- "What was Joel's attitude about Russians when he was a child, and what do you think it is now?"

If students do not discuss lyrics such as "the 38th parallel," "yellow Reds," or "the Red Army" when describing how the song relates to the Cold War, it may be necessary to point out the meaning of such things to them. Finally, if possible, arrange for students to tour a fallout shelter in a public building and/or a bomb shelter built inside or outside of a private home or business similar to ones shown in the video. Have students discuss how they felt inside of the shelter and if they would have felt comfortable or secure inside of one during the 1960's.



Audio Recordings

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Books

Janda, Kenneth et al. The Challenge of Democracy: Government in America (4th ed.). Boston: Houghton Mifflin Company, 1995.

Kort, Michael. The Cold War. Brookfield, Connecticut: Millbrook Press, 1994.

National Council for the Social Studies. Curriculum Standards for Social Studies. Washington, D.C.: National Council for the Social Studies, 1994.

Perry, Marvin et al. Western Civilization: Ideas, Politics & Society (5th ed.). Boston: Houghton Mifflin Company, 1996.

Warren, James A. Cold War: The American Crusade Against World Communism, 1945-1991. New York: Lothrop, Lee, and Shepard Books, 1996.

Internet Resources

"The Berlin Wall." Available Online: << www.dailysoft.com/berlinwall/index.html >> Accessed: 5/28/99.

"Chris DeWitt's Berlin Wall Web Page." Available Online: << www.appropiatesoftware.com/BerlinWall/welcome.html >> Accessed: 5/23/99.

"CNN Interactive: The Cold War." Available Online: << www.cnn.com/SPECIALS/cold.war/ >> Accessed: 5/23/99.

"Documents Related to American Foreign Policy: Cold War." Available Online: << www.mtholyoke.edu/acad/intrel/cuba.htm >> Accessed: 5/22/99.

"Fourteen Days in October: The Cuban Missile Crisis." Available: << hyperionadvanced.org/11046/ >>. Accessed: 5/28/99.

"A History of the Berlin Wall in Text and Photos." Available Online: << members.aol.com/johball/berlinwl.htm >> Accessed: 5/27/99.

"The Rosenbergs." Available Online: << www.ncs.pvt.k12.va.us/ryerbury/2ros/2ros.htm >> Accessed: 5/27/99.

Software

"Bay of Pigs." Microsoft Encarta. [CD-ROM, Microsoft Windows 95/3.1]. Microsoft Corporation and Funk and Wagnalls Corporation, 1994.

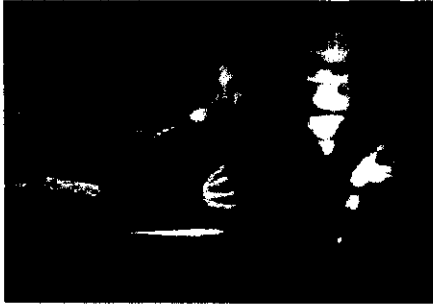
"Cold War." Microsoft Encarta. [CD-ROM, Microsoft Windows 95/3.1]. Microsoft Corporation and Funk and Wagnalls Corporation, 1994.

"Cold War Contained." Time Almanac [CD-ROM, Macintosh]. Time Inc. Magazine Company and Compact Publishing, Inc., 1992-1995.

"John F. Kennedy." Microsoft Encarta. [CD-ROM, Microsoft Windows 95/3.1]. Microsoft Corporation and Funk and Wagnalls Corporation, 1994.

Videos

Eye of the Storm. Billy Joel. CBS Records, Inc. (CBS Music Video Enterprises), 1990.



Leningrad

Billy Joel

Viktor was born in the spring of '44
And never saw his father anymore
A child of sacrifice, a child of war
Another son who never had a father after Leningrad

Went off to school, and learned to serve the state
Followed the rules and drank his vodka straight
The only way to live was drown the hate
A Russian life was very sad
And such was life in Leningrad

I was born in '49
A Cold War kid in McCarthy time
Stop 'em at the 38th Parallel
Blast those yellow reds to hell
And Cold War kids were hard to kill
Under their desks in an air raid drill
Haven't they heard we won the war?
What do they keep on fighting for?

Viktor was sent to some Red Army town
Served out his time, became a circus clown
The greatest happiness he'd ever found
Was making Russian children glad
And children live in Leningrad

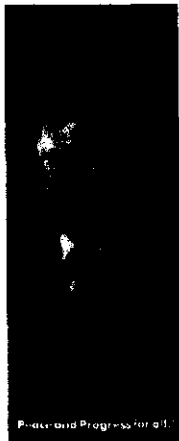
But children lived in Levittown
And hid in the shelters underground
Until the Soviets turned their ships around
And tore the Cuban missiles down
And in the bright October sun
We knew our childhood days are done
And I watched my friends go off to war
What do they keep on fighting for?

And so my child and I came to this place
To meet him eye to eye and face to face
He made my daughter laugh, then we embraced
We never knew what friends we had
Until we came to Leningrad

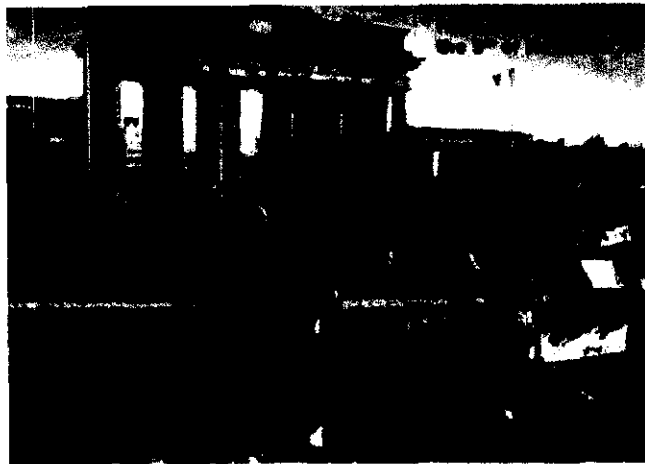
Words and music by Billy Joel

© 1989 Joelsongs (Blackwood Music, Inc.)

© 1989, Sony Music Entertainment, Inc.



Mikhail
Gorbachev



The Berlin Wall Comes Down



President Ronald Reagan

THE END OF THE COLD WAR:

The Final Decades and Impact on the Future



In this lesson, students will be given the opportunity to experience the final decades of the Cold War. They will learn about new policies that surfaced during the 1970's and 1980's, attempts at resolving the Cold War diplomatically, changing leadership in both the United States and the Soviet Union, and the collapse of communism throughout the world which led to the end of the Cold War. The learning experiences created in this lesson will allow students to understand how the environment, culture, and political systems of their lifetime have been affected by the Cold War. It will also encourage students to consider how future relations between the republics of the former Soviet Union and the United States may be affected by the events of the Cold war.



The following social studies standard and performance expectations (for high school students), established by the National Council for the Social Studies, are addressed in the lessons included in this unit:

- **I. Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

- *analyze* and *explain* the ways groups, societies, and cultures address human needs and concerns.

- *apply* an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

- *demonstrate* the value of cultural diversity, as well as cohesion, within and across groups.

- *interpret* patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

- *construct* reasoned judgments about specific cultural responses to persistent human issues.

- **II. Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time so that the learner can:

- *apply* key concepts such as time, chronology, causality, change, conflict, and complexity to *explain*, *analyze*, and *show* connections among patterns of historical change and continuity.

- *identify* and *describe* significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.

- *systematically employ* processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

- *apply* ideas, theories, and modes of historical inquiry to *analyze* historical and contemporary developments, and to *inform* and *evaluate* actions concerning public policy issues.

- **III. People, Places, and Environments:** Social studies programs should include experiences that provide for the study of people, places, and environments so that the learner can:

- *refine* mental maps of locales, regions, and the world that demonstrate understanding of relative location, directions, size, and shape.

- *describe* and *assess* ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.

- **IV. Individual Development and Identity:** Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can:

- *articulate* personal connections to time, place, and social/cultural systems.

- *identify*, *describe*, and *express* appreciation for the influences of various historical and contemporary cultures on an individual's daily life.